DOCUMENT RESUME

ED 107 759 CE 003 834

AUTHOR Carlson, Bruce
TITLE Music and Careers for the Junior High Student.
INSTITUTION White Bear Lake Independent School District 624, Minn.
PUB DATE [73]
NOTE 9p.; For related documents, see CE 003 833 and CE 003 835-49

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Career Awareness; *Career Education; *Curriculum Guides; Demonstration Projects; Employment Opportunities; Instructional Materials; Junior High Schools; *Learning Activities; *Music; Music Education; Occupational Information; *Occupations; Teacher Developed Materials; Vocational Development

ABSTRACT

The curriculum guide describes an exemplary project designed to provide junior high school students with an opportunity to explore careers related to the world of music. The units present objectives, activities, and resources related to the following occupations: pop music artist, professional musician (union), instrumental and vocal music instructor, organ technician, piano technician, church organist, church choir director, and business careers in music. (JR)

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CAREER EDUCATION

M A C

MUSIC AND CAREERS

A CAREER DEVELOPMENTAL PROGRAM

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White Bear Lake
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MUSIC AND CAREERS

FOR THE

JUNIOR HIGH STUDENT

by

Bruce Carlson

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

MUSIC AND CAREERS

MAC is a career education project at Central Junior High School in White Bear Lake, Minnesota, designed to provide junior high school students with an opportunity to explore careers related to the world of music.

Participation in MAC helps students evaluate musical careers that are presented to them in Large Group music classes. MAC will help the student realize what educational preparation would be beneficial or required for each position. It shows the present supply and demand for individual careers, and comparisons to projected career opportunities in these fields at the time this age group graduates.

The specified objectives of MAC are summarized below:

Exploration of jobs which make up various classifications; the relationships between occupational requirements and educational development, and the relationship between career choice, rewards and individual life style.

Exploration of the implications of career specialization, of job entry requirements, of the monetary benefits of chosen life styles and of the relationship of preparation for career clusters.

Exploration to recognize occupational choices relate to personal values, to reorganize decisions in accordance with new information about tentative career choices, to analyze influence of others on career choices, and to gather occupational and personal assessments data.

Exploration of tentative career choices based upon awareness of emerging values, by understanding that priorities, values and goals are modified throughout life, and that recognition of social, economic and cultural values relate to the various roles of interest.

Exploration of employability readiness based in skills and knowledge and attitudes; of entry level jobs, of career ladders, and of job or social behavior orientation.

The summary of the two Large Group music class presentations of MAC is drawn up in a short outline form, in order for someone reading this, to duplicate as desired.

PRESENTATION I

A short talk was given on the possibilities of a student seeking a related form of music as a career. It should be emphasized at this point, that a great number of careers in music can be used as part time as well as full time positions. The thought of using a career as a form of interim income, while persuing a higher education in a related or nonrelated career, should be given great consideration.

POP MUSIC ARTIST

I. Instrumentalist or vocalist

II. Objectives
- a) Bring glamour to realistic idea
- b) Musical background, voice training, instrumental lessons
- c) Personal qualities
- d) Job availability and pay scale

III. Activities
- a) Discuss how many really become a success
  1. Actual number of successful are a small fraction of the ones that start out
  2. One pacified with a weekend performance job usually stays at that level longer than one that tries to make it big
- b) Discuss musical background and training
  1. Many naturally talented vocalists can function well with only a few basic voice lessons
  2. A great number of guitarists and drummers cannot read music, but usually rely on help from someone in group that can, or group stays at basic plateau
- c) Discuss appearances
  1. Artist meets image of audience
  2. Wardrobe can absorb income
- d) Discuss job possibilities
  1. Your age, style of playing, and caliber of playing determine where you find work
  2. Wages may vary from two dollars an hour up
     a. You set your own income

RESOURCES: Career Education Library, past experiences of my own.....

PROFESSIONAL MUSICIAN (UNION)

I. People in related or nonrelated careers find job of a professional musician very rewarding.

II. Objectives:
   a) Learn what proficiency level is needed
   b) Positions available
   c) Union benefits and working conditions

III. Activities.....It is wise to use a professional musician and very helpful in answering any questions. The speaker covered:
   a) The importance of private lessons
   b) The idea that the very proficient musician always works
   c) The involvement of practice and rehearsal time
   d) How the musician's union affects salaries and working conditions

RESOURCE: Richard Wyland, Central Jr. High, White Bear Lake, Minn.

INSTRUMENTAL AND VOCAL MUSIC INSTRUCTOR

I. Understand the background in teaching

II. Objectives
   a) Awareness of education needed
   b) Distinguish public school teacher and non degree studio teacher
   c) Discuss the job availability in early studio teaching

III. Activities
   a) Draw out exactly degree and certification for public school teacher
   b) Discuss studio teacher needs only skill, teaching ambition and talent for teaching
   c) Make aware that there are possibilities for teaching in the studios with high school level of education
      1. Class structured courses in junior high can train for studio teaching
   d) Make aware of job cut backs in some systems at this time

RESOURCE: Common understanding in observation.

ORGAN TECHNICIAN

I. Growing field with little public concern of possible extinction of technicians.
   a) Make students aware of many organs now in use
   b) Technician and technician assistant jobs needed

II. Activities
   a) Explain difference in electronic, reed and pipe organ
   b) Tuning a pipe organ requires an assistant technician to know keyboard while other works on pipes
   c) Technicians are usually trained through music company or other technicians
      1. Very few schools in U.S.

RESOURCE: Maynard Potter

PIANO TECHNICIAN

I. Similar to organ, but assistant not needed
   a) Indicate a skill for craftsmanship in keeping instrument in condition

PRESENTATION II

CHURCH ORGANIST

I. This career is not a simple volunteer job.

II. Objectives:
   a) Realize that this career is usually part time
   b) Understand that the learning of doctrine is as important as playing skill
   c) Involvement of time

III. Activities.....A speaker was used for this career also and the following topics were covered:
   a) Some large congregations demand a full time person
      1. It is an excellent part time job
   b) Every denomination has its own form of worship
      1. This takes a lot of work to learn
   c) The job demands weekends and usually one weekday for choir rehearsal
   d) Wages vary with the size of congregation
      1. Speaker averaged two and four thousand dollar income years

RESOURCE: Maynard Potter, Central Junior High, White Bear Lake, Minn.

CHURCH CHOIR DIRECTOR

I. Position can be doubled as director of music in church.

II. Objectives
   a) Education and music background needed
   b) Necessary to make music compatible with congregation
   c) Compare basics with church organist

III. Activities....Speaker discusses
   a) College background helpful, but basic directing knowledge adequate
   b) Must be able to relate to people without formal music background
   c) Pay scale depends on size of congregation

RESOURCE: David Briggs, Mariner High School, White Bear Lake, Minnesota

BUSINESS CAREERS

I. Many business career jobs affiliated with music available.

II. Objective
   a) To discover that people studying business administration are finding music interest in school extremely important and in further education
   b) To show that a lot of instrument sales people were once semi or pro musicians

III. Activities
   a) Discuss all possible positions available in common department stores and shopping centers that have found a young person acquainted in the product they are seeking, to be helpful
   b) Discuss how some business administration people use their high school and college music as a guide in establishing a specific field
   c) The sales person that is able to pick up the instrument and play it for a customer usually emphasizes the instrument's features
   d) Emphasize the growth of these fields